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ABSTRACT

The Instructional Development Laboratory of Florida State University's Center for Educational Design (CED) is described. Among the major projects of the Laboratory has been the design and implementation of the PLATO computer-assisted instruction system. Included in the report are descriptions of (1) the facilities layout of the Laboratory, (2) the management of the Laboratory, and (3) the management of individual instructional development projects. (DGC)

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THE INSTRUCTIONAL DEVELOPMENT LABORATORY

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Florida State University

Part II of the Symposium "The Florida PLATO Project,"
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THE INSTRUCTIONAL DEVELOPMENT LABORATORY

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Florida State University

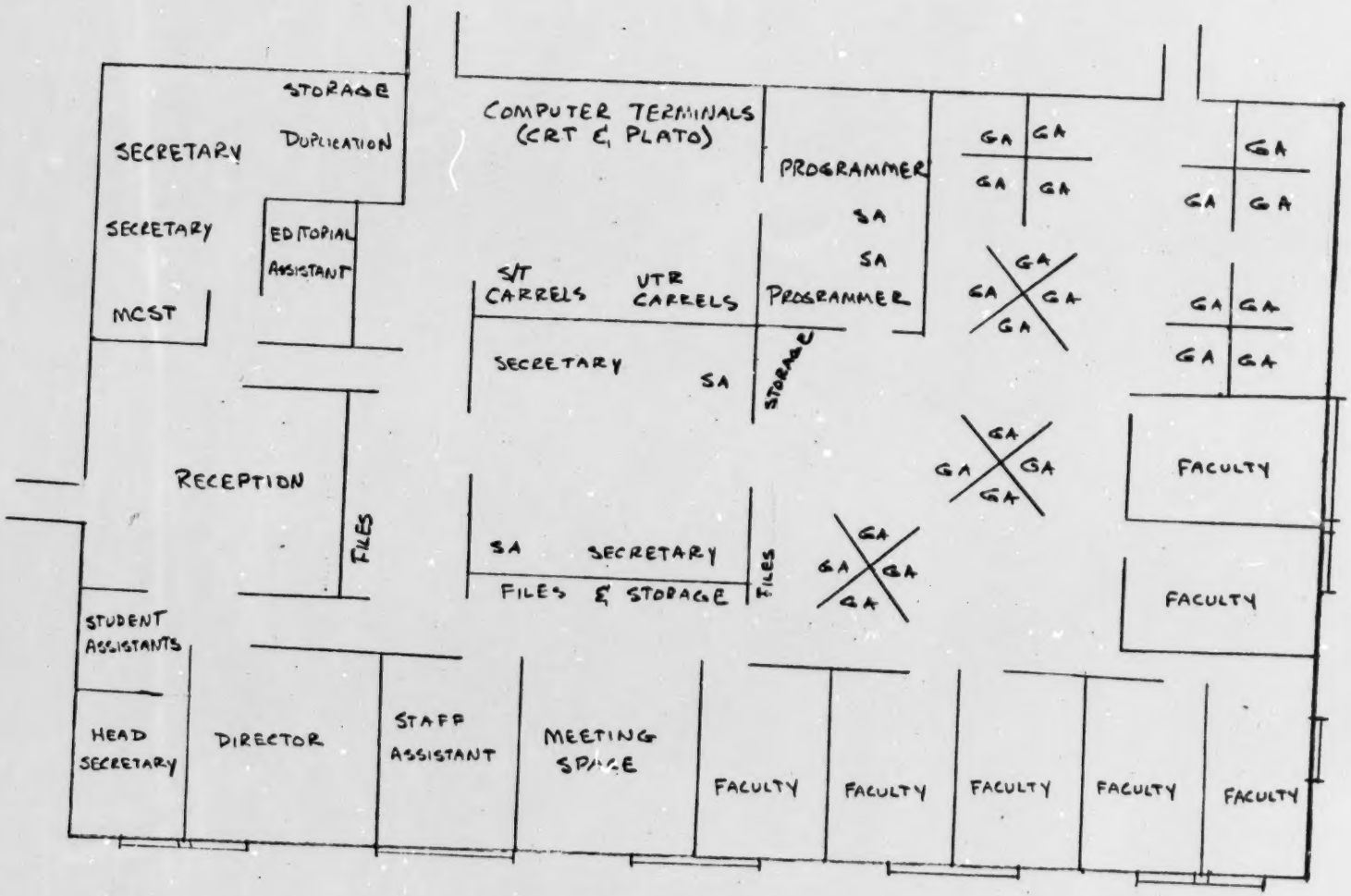
Developing courses involving the use of PLATO as one of the instructional media is one of the several major thrusts of the activities of the Center for Educational Design (CED) at the Florida State University. The CED faculty is made up of seven full-time faculty members who are experts in fields such as Measurement and Evaluation of Student Achievement, Program Evaluation, Individualized Instruction, Visual and Audio Media, Administration by Systems Approach, Computer-assisted Instruction, and other areas in instructional development. Each CED faculty member is responsible for certain activities that are required in an Instructional Design and Development Project and may call on the expertise of others as the project requires. Other CED personnel available for Instructional Development activities are student assistants, receptionist, secretaries, graduate assistants, computer programmers, and others as the project may require. The complete instructional development process and evaluation that goes on in the Center for Educational Design will be covered later in this Symposium in a paper by Bill Broderick entitled "Instructional Development for the Florida PLATO Project, Process and Evaluation."

Because the importance of a thorough instructional development effort taking place before the use of any instructional media, including PLATO, is so great, a physical home for the Center for Education Design must be conducive to the team activities that large instructional development efforts require. In addition, physical facilities must be made available for the many content faculty members that come from

the instructional faculty at Florida State University. These faculty members work as integral team members in an instructional development effort, and require office facilities within the Center for Educational Design itself.

Physical Layout of the Instructional Development Laboratory of the Center for Educational Design

Anticipating new requirements by CED with the installation of PLATO on the FSU campus, CED was allocated part of the Seminole Building, which is one of the oldest buildings on campus. It is located in the center of campus near the university library, and also in the same building that houses the Instructional Media Center and the Office of Evaluation Services, two organizations that with the Center for Educational Design make up the Office of Instructional Research and Service. The large room that CED is moving into was originally part of the dining hall; therefore, it has high ceilings, columns in the center of the space, and because of its age has some older architectural features that the university mandated would be left in original state as much as possible. Because of the problem of not destroying the original architecture and also attempting to facilitate team activities, the large space, about 4,000 square feet, will be broken up into office and work areas with the use of office landscaping. This gives easy access to offices, people, secretaries, and facilitates communication between different people. It also provides for easy change of office configurations as the requirements of projects change. As you can see in Figure 1, within the large room is a space set aside for testing of prototypic course materials.



SEMINOLE HALL
FLORIDA STATE
UNIVERSITY

INSTRUCTIONAL DEVELOPMENT LABORATORY
CENTER FOR EDUCATIONAL DESIGN

9/13/74
N. TOWLE
$\frac{1}{8}$" = 1'

Figure 1.

There also is space set aside for content faculty members and graduate assistants.

The choice of office landscaping partitions was made on several criteria. The partitions will be of two different heights. The low partitions will be such that when a person is sitting in a chair he or she would not be able to see over the partition, but as he or she stood up the partitions would be low enough to not interfere with the line of sight. The high partitions were chosen so that people when standing could not see over the partition into an office. The material used on the office partitions is of a sound absorbing nature and hopefully it will deaden the noise that necessarily goes on in a service organization such as CED.

Management of the Center for Educational Design's Instructional Development Laboratory

The laboratory is an integral part of the Center for Educational Design and is directed by the director for the Center for Educational Design. Figure 2 is a summary of the general organization plan for the Center for Educational Design. The responsibilities of each of the individuals shown on the plan, although specialized, interact with responsibilities of other people.

The staff assistant of CED is the prime fiscal agent for the Center. She handles all of the bookkeeping and financial statement summaries. She also supervises a student assistant who aids her in posting her books. All contracts and grants handled by the Center for Educational Design are also administered financially by the staff assistant.

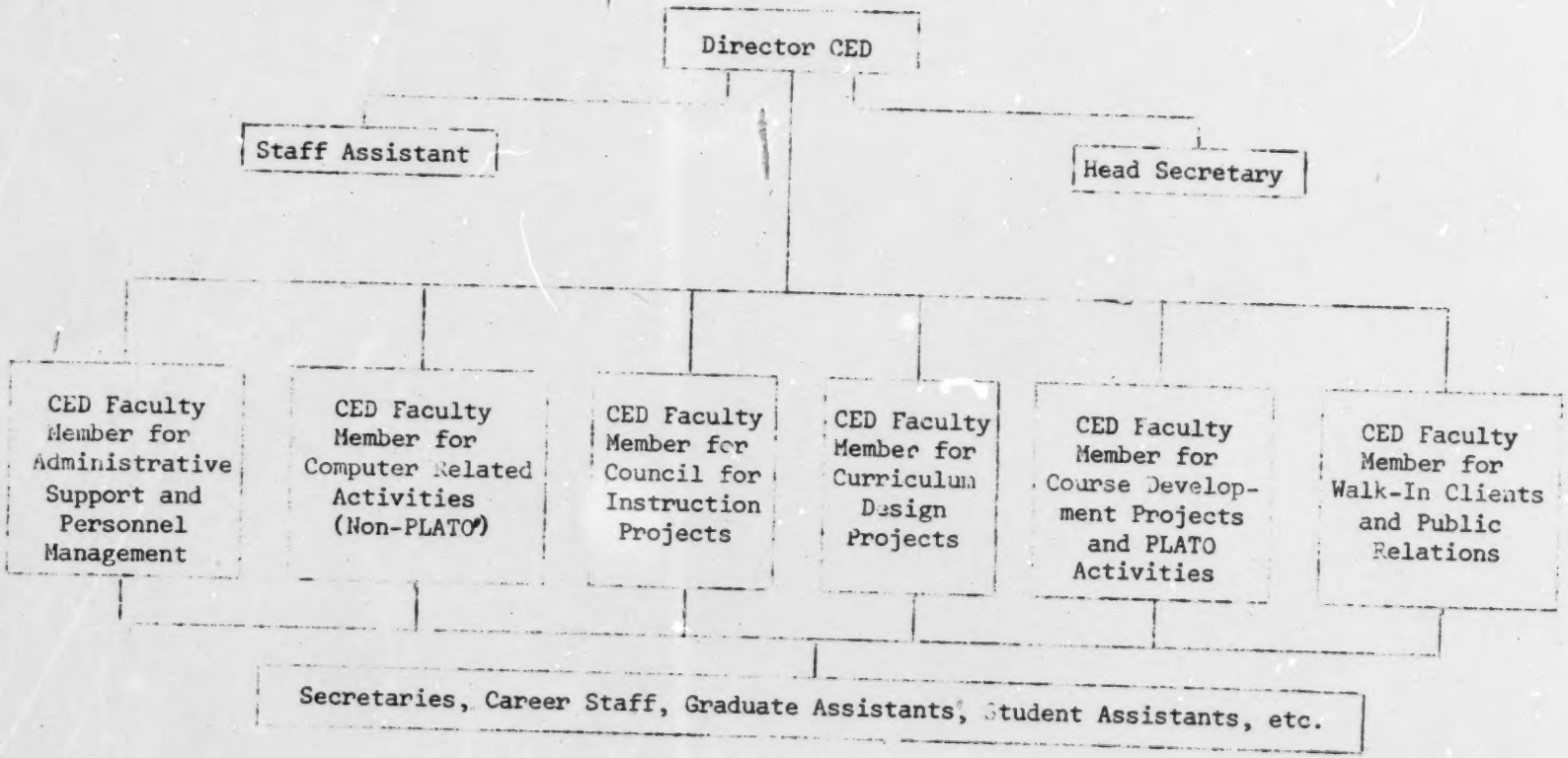

Director CED
Staff Assistant
Head Secretary
CED Faculty Member for Administrative Support and Personnel Management
CED Faculty Member for Computer Related Activities (Non-PLATO)
CED Faculty Member for Council for Instruction Projects
CED Faculty Member for Curriculum Design Projects
CED Faculty Member for Course Development Projects and PLATO Activities
CED Faculty Member for Walk-In Clients and Public Relations
Secretaries, Career Staff, Graduate Assistants, Student Assistants, etc.

Figure 2: General Organization Plan for the Center for Educational Design

The head secretary is responsible for the smooth day-to-day operation of the Center's office capabilities. She supervises one other secretary and four student assistants who work as typists, clerks, receptionists, and so forth. It is her responsibility to ensure that paper processing, which is no small task, as CED aids in publishing program instruction texts and course syllabi, etc., gets done and papers assembled properly. The head secretary also handles the director's calendar and acts as his secretary.

Along with their duties as instructional developers each CED faculty member has a management responsiblity. These responsibilities aid in the decentralizing of decision making and also support the Director of CED in the overall administration of the Center.

The CED faculty member responsible for administrative support and personnel management has responsiblity for providing the facilitating administrative support for the on-going activities of the Center. The director, of course, is responsible for the whole operation of the Center; this faculty member, however, aids the director by preplanning, interviewing prospective employees, assigning graduate students to projects, reconciling personnel problems, and that sort of thing.

The CED faculty member for computer-related activities (non-PLATO) has responsibility for the large computer-managed instruction system that was developed and is maintained by the Center for Educational Design. The CMI system handles both terminal-oriented activities and batch-testing activities. The combination of the CMI systems support approximately 25 courses across the university.

The CED faculty member for the Council for Instruction Projects is

primarily responsible for those projects funded by the Council for Instruction. The Council for Instruction is a university-wide committee having funds available for granting instructional development awards in a university-wide competition. The Council for Instruction has traditionally granted six academic year awards which support expense and some graduate student support to a teaching faculty member for the purpose of designing and developing better instruction. Also, traditionally twelve summer awards are given to faculty members which give them salary support and expense and personnel support for a summer quarter to enable them to design and develop better instruction for their departments. The Center for Educational Design provides to these projects both instructional design and development aid and mangement activities.

The CED member for curriculum design projects is responsible for degree program development. The Curriculum of Attainments, a time variable, competency based degree program is the prime responsibility of this faculty member. At the present time there are 11 departments across the university involved in developing and/or presenting time-free competency-based degree programs of this type. Also this faculty member is responsible for aiding departments in revising or instituting other new degree programs.

The CED faculty member for course development projects and PLATO activities is primarily responsible for the administration of the PLATO related course development activites and for other activities involving the design and development of a complete course. At the present time there are 6 courses under design and development which will probably make use of the PLATO system.

The CED faculty member for walk-in clients and public relations is responsible for interviewing prospective clients that don't seem to fall in any of the previous categories. He is also responsible for arranging visits for visiting dignitaries, and for making initial contact with faculty members who wish to know more about the Center for Educational Design and what it can do for them.

There are fourteen graduate assistants in the Center for Educational Design. These graduate students come from various departments at the university, including Instructional Design and Development, Measurement and Statistics, Adult Education, Higher Education, Modern Languages, Creative Writing, Law School, Geology, and others. These students are assimilated into the Center for Educational Design as professional instructional designers and developers. They are responsible for on-going instructional and design and development projects, for the writing and assembly of proposals being developed for funding agencies, for the monitoring and further development of computer programs including the Computer-Managed Instruction System and PLATO-based materials, and serve as a large pool of various areas of expertise. Also on the staff of the Center for Educational Design is a full time computer programmer who reports primarily to the faculty member for computer-related activities and is responsible for the maintenance and further development of the CMI System.

Other personnel not directly responsible to the director for CED but associated with CED on an ad hoc basis are content faculty members taken from the faculty at Florida State University to work on a specific design and development project and graduate students from the various

departments who act as content specialists and cooperate with CED in ID activities.

Management of Instructional Development Projects

Figure 3 gives a rough representation of the management structure for Instructional Development Projects in the Center for Educational Design. The Coordinating Graduate Assistant from CED provides the day to day coordination and is reponsible for keeping the project on schedule, requesting assistance from appropriate CED faculty members, monitoring the production of media, and providing the long-term management of the project.

CED faculty members join the project team as their expertise is required. The Faculty Content Specialist is a faculty member of the department for whom CED is providing assistance; He/she is chosen, usually by the department head, for his/her interest and skill in developing and delivering good instruction. This faculty member provides content, describes the restrictions on the system, and reviews the results of the ID process. The Content Graduate Assistant aids the content faculty member in his/her activities.

Management procedures such as those described in this paper are required in any instructional development project. The Center for Educational Design may have 40 or 50 projects at some state of development at any one time. With a limited number of people available to handle this work load, it is absolutely necessary to use some sort of systematic management procedures to prevent competition between projects for resources. These procedures have been revised and the revisions revised as new

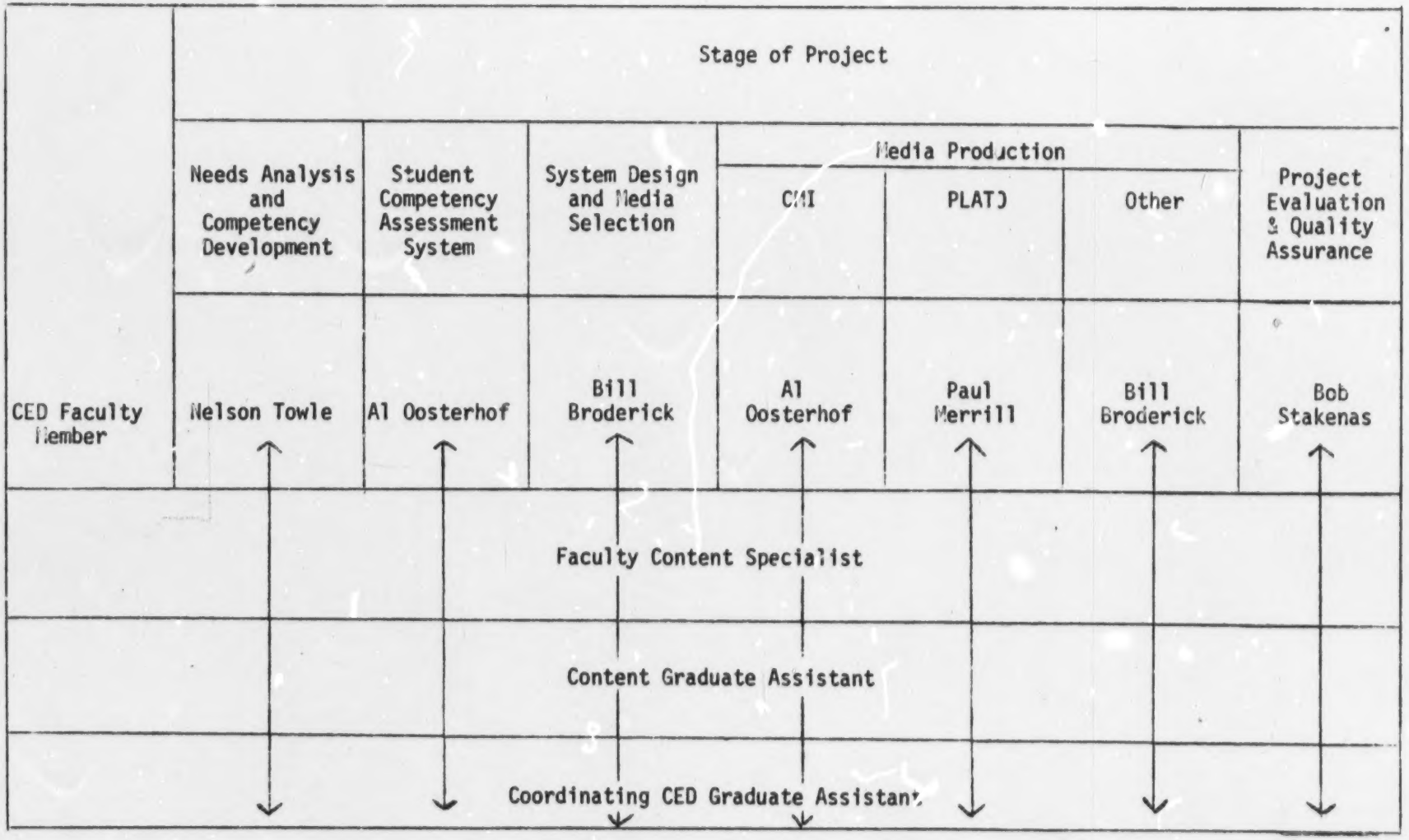


Figure 3: Instructional Development Project Management Structure

requirements are revealed. Because of the revisions, the management procedures of CED and its accompanying Instructional Development Laboratory will continue to evolve as new restrictions or requirements are placed on it.